THE JOURNAL OF EDUCATION

Volume 129 MARCH, 1946 Number 3

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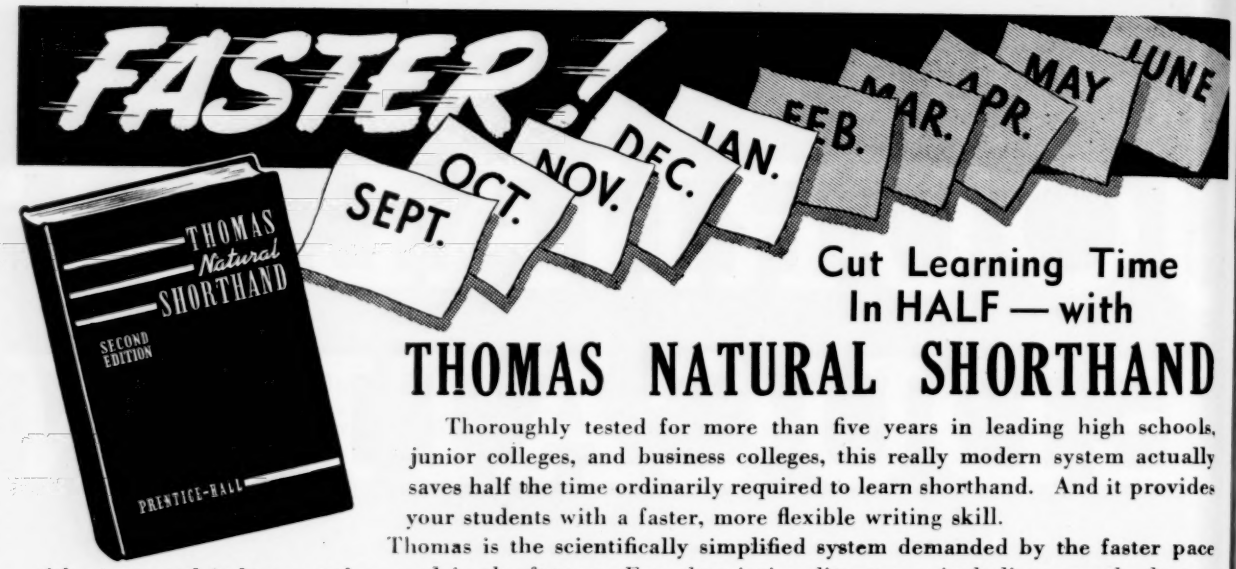

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MESSAGES
TO AMERICAN
SCHOOL TEACHERS
No. 14

We Can't Back Into The Future

By Elizabeth Ireland, *Superintendent of Public Instruction*, State of Montana

Our nation no longer is the greatest provincial civilization in the world. Our ships sail the seven seas and all the skyways. We have become the greatest traders and travelers on earth.

If the United States is to maintain a world-wide influence, prominence, power and respect, the level of general education must be raised. No longer can we back into the future while looking at the past. The future must be faced head-on.

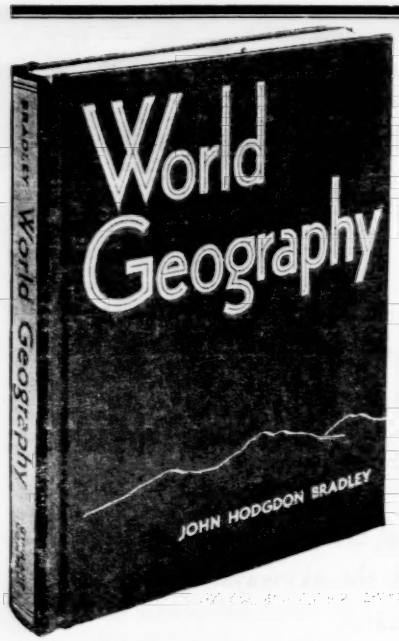
In these days, eternal vigilance should be exercised to instill in youth a high regard for democratic institutions and procedures, and the basic principles of the American way of life.

The youth of our land should be given abundant opportunity to inform themselves on current social, economic and scientific matters, and I know of no better or more pleasant way of securing such information than through the Reader's Digest, which contains present-day articles of lasting interest.

The Digest is widely used in the schools of Montana, and it supplies a definite need, for however valuable textbooks may be, they must be supplemented by just such varied and interesting briefs of current affairs and happenings as it offers from month to month.

I recommend it highly as a guide to the formation of right ideals in the minds of American youth, and to the evaluation of those principles which are basic in the government of a free people.

The Reader's Digest



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By ESTHER FORBES

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THIS distinguished novel by Esther Forbes won the Newbery Award for its contribution to American Literature. Available hitherto only in the Trade Edition, the original text is now offered in an inexpensive educational edition.

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The *Educational Edition* has a special introduction by Miss Forbes, entitled "In the Days of Johnny Tremain." This provides a background for understanding the story and its setting. Useful study material has been prepared by Ruth Stauffer, Head of the Department of English, Divisions 1-9, Washington, D. C.

The illustrations include a four-color frontispiece and twelve line drawings by Lynd Ward, a two-color map of Boston inside the front and back covers, and an additional map of the environs of Boston.

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as we go to press . . .

Why don't people settle down and behave themselves?

Education, no doubt, should have prevented many of our present ills. But for some reason it didn't. Maybe there are other troubles in the offing that education can anticipate and avert. The following pages contain information and ideas that should help you and your colleagues solve some of the problems on the schoolhouse doorstep. New and improved instructional tools can assist in many different ways, and it happens that twelve pages of this March number are filled with book reviews and advertising to prove that the JOURNAL is first with news from the textbook front.

One problem that is not on your doorstep but on your very desk, is referred to in James Newell Emery's article, "The Rake's Progress," which we have put where you can't easily miss it. It will remind you of our attendance register and may lead you to study the causes of those habitual absences that not only lower the percentage of attendance but spell danger to certain pupils and to society itself. Look into this attendance matter, won't you?

▼

So much of what we read nowadays leaves us with a sense of helplessness. There just seems to be nothing that you or I as citizens of ordinary dimensions can do. As editors of this JOURNAL, we take no credit for the fact that our writers are forever reminding you of things you *can* do. It's your privilege as a member of the school profession. You *can* do something about it—about the future. Naturally any good professional magazine brings you suggestions, turns the searchlight on trails of thought or experience that others have pursued successfully.

TEXTBOOK TOPICS AND REVIEWS

French for the Modern World

One of the first foreign language schoolbooks to reflect the teaching experience of the Army is *French for the Modern World*. It is a first year text. The treatment has been simplified from what is customary. Each lesson—and there are nearly seventy of them—consists of five parts. Starting with a conversation or a selection for reading, with words translated in the margins, the lesson proceeds with a section designed to make the pupil ferret out his own grammar rules by observation; then to a summing up of principles; next to two-way exercises; and finally to recreational material, such as songs, games and stunts, each involving use of French. A characteristic of the plan is its attention to the French words so commonly met in English. An amazing amount of liason material is included. The student is transported to France and introduced to French personages and places. The syntax deals much more with principles than with exceptions. The reading matter, which supplies the basis of each new lesson, seems unusually well related to the everyday concerns and later-in-life requirements of the student, in a world where French is still a highly important language from every standpoint.

FRENCH FOR THE MODERN WORLD Mathurin Dondo and Morris Brenman. Harcourt, Brace and Co., New York. $1.84.

How Do We Know?

Teaching very young children to observe, to compare, and to draw correct conclusions is a proper initiation into the scientific era that lies ahead of them and indeed surrounds their lives from the very first. But how can children who have scarcely learned to read be started in the study of science? Hadn't this better wait until they are older? Satisfactory answers to this educational quandary have been sought and found through the use of pictures—pictures thoughtfully conceived and handsomely drawn and colored. These are to be seen in the new books, *All Around Us* and *How Do We Know*, which are for the second and third grades respectively. In the simpler and earlier of the two, a single title of a few words appears over several of the pages, but otherwise there is no reading matter whatsoever for the child to struggle with. Yet an amazing number of facts about animals, plants, wind and weather, and getting work done, have been shown. In *How Do We Know?* some printed text has been included, though sparingly, as the pupil advances in knowledge of animal life and habits, the way plants grow, the parts played by land and water, and the assistance man has given himself through employing wheels, pulleys and levers.

A complete guide for the teacher is available in a teacher's edition of each volume, and one gathers from these guides that every illustration has its purpose and every page is planned to advance the pupil's understanding of his environment and his habit of seeking truth through approved means. A real challenge was accepted by the authors and artists who undertook to prepare these science tools for primarians, and their achievement seems to the casual reviewer to be quite admirable.

ALL AROUND US, HOW DO WE KNOW? Buchamp, Crampton and Gray. Scott, Foresman and Company, Chicago. $1.08. $1.24.

We Can Have Better Schools

All school people agree that a child should not be denied his full educational rights because he lives in a rural area, because he belongs to a racial minority group, or because he comes from one of the five southern states who allot little to their schools. Yet, if the high correlation between these factors and Army rejections for educational deficiencies has any meaning, this has been happening.

This is but one of the points brought out in *We Can Have Better Schools*, a summary of a round table discussion by leading educators. In this pamphlet, the weaknesses in our educational system which were highlighted by the war suggest goals for tomorrow's improvements. Better history and language instruction, more adequate treament of Russia and the far East, wider application of the core curriculum, new techniques and materials, and enhanced motivation may all result from the experiences of the war years. Our need for better teachers is always great, but here the army's discovery that effective teaching can best be done with small groups has importance. Breaking down large classes in the city school system and doing away with the one-room rural school would seem to be indicated.

No blueprint for the school of tomorrow can be provided. The essential is that the teacher feel the challenge of the task ahead and that the public be alerted to give full support in making the necessary experiments and changes. Placing this pamphlet in the hands of both teachers and public is a step in the right direction.

WE CAN HAVE BETTER SCHOOLS Maxwell S. Stewart. Public Affairs Committee, New York. $.10

Gaining Skill In Arithmetic

Every seventh grade has its quota of "slow" pupils who have somehow failed to master arithmetic fundamentals. *Gaining Skill in Arithmetic* is designed for such groups. Addition, multiplication, fractions, decimals, measures and ratios are treated, with plenty of drills and reviews. Teachers will appreciate the provisions for individual instruction and the self-scoring devices that accompany all tests. Tom, Dick and Jane can plot their progress on graphs that come in the same bundle. Let's hope those lines will go straight up hill!

GAINING SKILL IN ARITHMETIC, by Benjamin Braverman. D. C. Heath and Company, Boston. $1.40.

Our Teen-Age Boys and Girls

In this book, Lester and Alice Crow have listed the questions that trouble adolescents for analysis, discussion, and common sense solution. Only one chapter was written especially for school people, but most teachers will find the entire book of interest, for they serve in loco parentis, give vocational guidance, and deal with potential delinquents. The hundreds of case histories cited reveal many

grave problems among teen-agers, but the emphasis throughout is on normal behavior and satisfactory adjustments. The authors have made a tentative separation of difficulties in home, school, employment, and social relationships. However, they have found much overlapping; maladjustments in all areas seemed to be rooted in abnormal home conditions.

Obviously, teachers cannot hope to eradicate the effects of poor home guidance and parental indifference. What the book offers to them is a compendium of practical advice to fit the situations that confront today's boys and girls.

OUR TEEN-AGE BOYS AND GIRLS Lester D. and Alice Crow. McGraw Hill Book Company, New York. $3.00.

Stories from the South

Do you know your country, state by state? Not in the intimate way you will know it when you finish the *Children of the U. S. A.* books. Title number two in this set has just dropped in here for inspection. It's name is *Stories from the South.* Each one is a real story, with cousins, nephews and nieces visiting relatives conveniently scattered, or you might say "planted" everywhere from Virginia to Louisiana and from there to Arizona. In every story there's a written picture of some one thing the State is famous for, such as tobacco in Virginia, horses in Kentucky, mission schools in New Mexico, the Mardi Gras in you know where. The youngsters are going to like this personalized geography scheme. Teachers and other adults won't exactly be bored, either, and will get some new concepts, enough perhaps to make them appear quite wise when driving through the country. Need one add that not all the pictures are written ones? Or that the book is varied and alluring? If so, the deed is done.

STORIES FROM THE SOUTH edited by Marion B. Cook. Silver Burdett Company, N. Y. $1.40.

Exploring Our World

Book One of the *Adventures in Science Series* makes its bow in a new edition. *Exploring Our World* shows what can be done when a group of qualified teacher-writer-scientists join in backstage conspiracy with publisher and staff to teach elementary science by turning boys and girls into veritable truth-seekers on their own account. A valuable introductory unit shows how much like other human beings a scientist can be—simply an individual asking questions and trying to find answers. Done in plain language, the introduction supplies motivation and understanding of the scientific method.

The young explorer first plunges into water, which he studies from many different angles. Next he investigates air; then rocks and soils; the realm of living things; and finally some aspects of energy and its applications. There you have the broad outlines of this modern and attractive text.

While many details have been offered to the pupil, each is discussed with sufficient fullness to avoid bewilderment. Among the exercises the ones headed "Correct These Statements" will perhaps cause most excitement in the classroom. But there are endless facts to discover, easy experiments to perform, reasonings to work out. It is an easy but an awakening book.

EXPLORING OUR WORLD Powers, Neuner and others. Ginn and Co., Boston. $1.44.

Civilization and Group Relationships

A dozen or a score of voices, representing widely variant groups and viewpoints, are heard in *Civilization and Group Relations.* They are intelligent voices, all of them, some those of professors, others of civic leaders, specialists, clergymen, and an educational director of a labor union. There may be Jews and Negroes and native Orientals or Europeans among the lot. But all are American, those voices. And each calls for putting the things we hold in common as fellow citizens above the things that mark us off and separate us. All recognize it as primarily a problem of education, not to be solved by any sudden act or miracle. Some of them point out that group feeling is not a mere antagonism felt against a particular group, but at bottom a feeling that one's own group is superior to all others or in some way denied its proper recognition by the rest. Unless we start to examine our falsely based opinions, to drop our snobberies and imagined superiorities (and even minimize our supposed abuses), we lay this nation open to internal strife and bitterness, and we fail to convince other peoples that we can really solve our minority problems on the social and economic front, as we have actually done to a great extent on the political. It is a good book for thoughtful Americans to read and ponder.

CIVILIZATION AND GROUP RELATIONSHIPS, edited by R. M. MacIver. Harper and Brothers, New York. $2.00.

How Free Textbooks Are Managed

An inquiry into the problem of handling of free textbooks was made recently by John F. Showalter, Director of Research and Guidance of the Richmond, Virginia Public Schools. 24 selected city superintendents of schools in the United States responded to a questionnaire on the subject. A summary of the response indicates that practically all keep a record of textbooks loaned to individual pupils. More frequently than any other person is the principal responsible for keeping the record. The average life of an elementary textbook is 4 years; of a junior high school book 4 1/5 years; of a senior high school 4½ years. The principal usually decides when a textbook is no longer usable as far as its physical condition is concerned. The textbook committee most frequently decides when it is no longer usable as far as suitability is concerned. Twenty said that they did not have any considerable number of "dead" books in storage; 19 indicated that they discovered if there were usable textbooks in storage somewhere before ordering new ones; 18 sold "dead" books to salvage or to publishers; 2 destroyed them. The average school system in the study reported 978 books were lost each year by pupils. The majority of the schools attempted to collect the present value of the book; 33% of the lost books were never paid for. Seventeen cities assessed fines for damaged textbooks, but the average collections were only 6%. Some of the cities included in the above summary are Portland, Oregon; St. Louis; New Orleans; Trenton, New Jersey; Washington, D. C.; Salt Lake City; Wilmington, Delaware; and Gary, Indiana.

NEW EDUCATION TEXTS

Teaching in Small Schools

By KATE V. WOFFORD
Professor and Director of Rural Education, State Teachers College, Buffalo, N. Y.

This highly practical text is designed to assist those who are now teaching and those who are planning to teach in small elementary schools. It deals with the actual problems encountered most frequently by the average American teacher, and gives concrete suggestions for building a better and more progressive school on the foundations of the traditional school. Each chapter is supplemented with an illustration taken from actual teaching practice which illuminates the theory just presented.

To be published March 5th *$3.75 (probable)*

Diagnostic and Remedial Teaching in Secondary Schools

By GLENN M. BLAIR
Assistant Professor of Educational Psychology, University of Illinois

This is the first book on diagnostic and remedial methods to be written specifically for workers in the secondary-school field. It offers concrete, practical procedures for dealing with pupils who have difficulties in reading, arithmetic, spelling, handwriting, and English usage, and for carrying out remedial programs. All material and methods presented are the result of the author's seven years of experience in teaching courses in remedial methods for secondary-school teachers, and of his extensive clinical study of pupils with special difficulties who have been brought to the educational clinic at the University of Illinois.

To be published February 26th *$3.00 (probable)*

THE MACMILLAN COMPANY 60 Fifth Avenue : N. Y. 11

Editorials

"Victory for Humanity"

Possibly you sat by the bedside of Horace Mann, a few weeks ago, when, by radio, his death was re-enacted. The expiring actor had saved just enough breath to pronounce a piece of copybook advice taken from Mann's farewell address to the students of Antioch College:— "Be ashamed to die until you have won some victory for humanity." No doubt this was an inspiring sentiment for a group of undergraduates, a large percentage of whom were destined for leadership. But if any commencement speaker were to express his message in those identical words today, his listeners would fail to be electrified.

The retreat from stilted language is not the only thing that has happened to make Mann's words seem old fashioned. As educators we have become too much concerned over preventing delinquency to sound the note of positive challenge that our students need to hear. They may not understand or be capable of achieving "some victory for humanity." But they might take to the idea of leaving their neighborhood a little better than they found it. The importance of service, of doing useful, constructive work and something on the outside for which one will be paid in satisfactions other than money, can perhaps be impressed upon a good many members of any class in any school.

Another basic idea ought also to be implanted early and carefully nurtured if the next generation is to mature better than the one now lingering over its broken toys. This is the simple fact that growth must never stop as long as one lives. Physical growth ceases soon after twenty. Mental and spiritual growth ceases about that same time in far too many instances. We talk about the need for adult education and we wring our hands over the want of interest in being educated that adults themselves manifest. Suppose we start right where we are with this business of educating children and young people, not to imagine they know it all at graduation, but to realize they have merely received the tools for going on with the maturing process. We do, to be sure, remind each class at diploma time that commencement means what it says. But do we put that truth across by our daily attitudes toward life, our own growth in mind and character and worthy interests and cultivated tastes? Some of us have stopped growing ourselves. No wonder our mouthings at graduation don't even disturb the cobwebs on the rafters of the assembly hall.

We expect too little, just as Horace Mann and his colleagues of a by-gone day may have expected too much. But of the two measures of expectancy, theirs was the better. They were not letting it be known they would be happy if their pupils stayed out of trouble and remained undeveloped citizens swayed by their prejudices and emotions, their taste and culture dwindling year by year.

Why can't we be more positive and challenging? We can.

A Teacher Is No Camel

Let's put an end to that expression, "teaching load." It suggests piling every last straw upon a teacher's back that can be supported without a breakdown. Teachers are generally too good sports to complain of their burdens, at least publicly. Besides, the real question is not how much weight a teacher should be asked to carry, but what fraction of a teacher's time and strength each child ought to receive for the child's sake and for society's sake.

If the modern view of education has established any one point, it is the fact that children are different; that they cannot be successfully taught the same subject matter in the same way, by crowding forty or fifty of them into one room and pouring lessons over them from a single pitcher. Individual differences demand individual attention. Individual attention is impossible to achieve when classes are too large.

On the other hand, we must be reasonable. No organized community is going to hire a tutor for each child. That might make for maximum growth of the child as a student of book learning. But it would deprive the child of his right to grow in social experience and adaptability, in cooperation, in democratic living. So, even on theoretical grounds, that is out.

What, then, is the reasonable goal, the fair number of children, to share the class time of one teacher?

What should be the limit of class size in the elementary grades?

What should it be in the high school?

Please give us *your* opinion.

How Does Hirohito Like It?

Possibly the Japanese people still regard their emperor as divine. They may deem his admission of human kinship as a statement under duress and therefore not to be taken seriously.

Without pretending to know the Japanese mind, not to say that of Hirohito himself, we can dare to hope that a substantial part of the reformation forced upon the Nipponese since V-J day will be permanent. We know that in the years preceding Pearl Harbor the Mikado was almost as powerless to resist his military and industrial overlords as were the Japanese people. Whether he entered into the armed adventure willingly or unwillingly may never be known. Today, at any rate, his rulers have been shorn of their authority, leaving him free to lead his people along a more enlightened path if he chooses to do so. Since this course is being forced upon him, he is not a free man, even now. But he is free to choose the wise and honorable way of justice, the only way that is tolerable to the rest of the world, and he may actually like this better than the way he had to go while under his earlier dictators. So long as allied occupation continues, Hirohito will remain a puppet. But to the people of Japan he is a figure of sublime importance. It is fortunate for them and all of us that he has played his role in accordance with General McArthur's careful coaching.

Hollywood and Education

Will the motion picture industry in America eventually grow up? Or will it remain forever at that twelve-year old level which it assumes for its audiences?

The role of Will Hays as head of the Motion Picture Producers and Distributors of America, Inc., or supposed movie czar, turned out to be that of defender more than reformer. That may be allowing too little for what Mr. Hays did in improving standards for the industry. Perhaps his successor, Eric Johnston, holds a clearer vision of the constructive services which the makers of commercial films can render while at the same time making money for their stockholders.

To a small nation like Czechoslovakia, trying to pull itself together after dismemberment, the educational potentialities of motion pictures are so apparent that the nation itself has taken over the industry and will exclude "alien, detrimental and unreliable" films. Here in America we do not intend or wish to go that far. May the time never come when any of the idea-distributing mediums is surrendered to government monopoly!

For good or ill, the films made in Hollywood are a powerful element in education—not only in the United States but in other countries where these films are shown. And from an educational point of view there are far too few of Hollywood's features that produce wholesome educational effects, far too many that, whatever their superficial censors say to the contrary, cater to low standards of taste, mentality and morals.

Our educational efforts in America lack integration. Too many influences are working at cross purposes. The new arbiter of the movie industry has acknowledged the bearing our exported films have on the thoughts and attitudes of people abroad. Their bearing on minds and attitudes right here at home is as much greater as the number of movie patrons is greater here than elsewhere.

When will Hollywood waken to its responsibilities, not alone for entertainment—which is admittedly its first function—but also for education?

Harvard's Plan Realistic

Is Harvard setting back the clock? We do not think so.

To many, it will look as if America's oldest and wealthiest university were returning to the plan of a prescribed cultural curriculum which was in operation before Charles W. Eliot went all out for the elective system. His succesor, A. Lawrence Lowell, modified that system to guard against extreme specialization on the one hand and extreme distribution or "sampling" on the other hand. Now under James B. Conant, there is to be an enlargement of the core curriculum, an increase from four to six in the number of required studies. This embodiment of ideas recommended in the now famous Harvard Report on General Education in a Free Society, will be open to students entering next fall, but will be optional. One gathers from Dr. Conant's statements, as well as from the report itself, that the new plan will give more space to science than was accorded to it in pre-Eliot days at Harvard or elsewhere among our colleges. There are to be courses acquainting the student with the underlying principles of science more than with its minute details—and for these, teachers with unusual equipment will be sought.

There will be a blending of the old and the new in the evolving program Harvard is about to launch. Both old and new are certainly needed by any person who would be amply prepared for taking his place in the community of tomorrow.

In President Eliot's day, Professor Barrett Wendell used to complain that there was not a crumb of common knowledge that all Harvard men could be expected to possess. Wendell's criticism was a just one. Eliot had been too radical. The university has taken a long while to put things into balance.

THE RAKE'S PROGRESS

JAMES NEWELL EMERY

THERE are two inquiries on my desk this week, both regarding former students who have gotten into difficulties with the authorities. One is from a penitentiary in Massachusetts where a newly received inmate claims to have attended this school some eighteen or twenty years ago. The other is from a boys' reformatory in another state, where a youngster who was one of our sixth-graders last year has just been committed.

The two cases have at least one point in common. Both while in school were youngsters whose conduct around the building and grounds was on the whole satisfactory if not exemplary. Both, however, were habitual truants who would be gone for days and even weeks at a time before the attendance officer managed to catch up with them.

Truancy in itself is no great misdemeanor. One can almost sympathize with the call of the outdoors when the fish are biting, and it is a mild day in spring, or one of those gorgeous mornings in October when the leaves are brown and scarlet and gold. Weak nature has a habit of yielding to the urge of the outdoors.

But that isn't the entire story. The habitual truant who gets away with it time after time, perhaps for days at a stretch, or even weeks, develops a thinly disguised contempt, if disguised at all, for regulations and authority of any kind. He's gotten away with it, with nothing much worse happening to him than a routine reprimand from some bored court official, to whom it is just a part of the day's work—possibly a thrashing from an indignant father, but maybe not even that.

He weighs in his mind the penalty against the fun, and decides that the latter outbalances the temporary discomforts of his misdeed, and before long he tries it again. Indeed, there is something of a thrill at the hide-and-seek game played with the truant officer. It's worth the occasional day of reckoning.

And then he attracts a few other kindred spirits who take occasion to slip away with him, a little fearful at first, but emboldened and fascinated by the self-assertion that he puts on. "Aw, whatcha 'fraid of, kid? They won't do nothin' to yuh. Just a little jawin', maybe—what's that?"

A few cigarettes are passed around the gang. But they're not too easy to get in the legitimate way—the storekeepers are a little cautious, most of them, of selling to boys of twelve to fourteen. Somebody suggests that there is a back door to Hogan's little grocery that would be a cinch to get into some dark night—nobody ever would see you down in that back alley, and you could just push in a pane of glass and turn that spring lock, just as easy. Or pry up one of those sashes.

A few nights later there is a break at Hogan's. A carton or two of cigarettes missing, a roll or two of pennies or nickles left in the cash drawer that old man Hogan didn't think was worth bothering to take home that night. "Entrance was obtained through a rear window. The theft was apparently the work of boys."

And then somebody's car is driven off for a joy-ride, abandoned on some side street when it ran out of gasoline, or the thieves tired of their fun—or perhaps inexpert handling ran the car into a telegraph pole or another parked car, with consequent damage to fenders and tires. And then the misdemeanors extend to more and serious breaks, or holding up pedestrians on a dark night, and at last the boy finds himself seriously involved in the clutches of the law.

Of course it doesn't necessarily follow that every boy who "bunks" even with more or less frequency slides along a well-greased Rake's Progress to a bad end. But the contempt for authority that a few successful ventures at bunking instils leads the youngster to more serious breaches as he grows older, and finds that he can get away with minor infractions.

Every once in a while this writer gets a voluminous form from some penitentiary asking for information about the school record of someone who says he attended this school perhaps ten, fifteen, even twenty years ago. Committed for serious offences this time—a reformatory term or jail sentence. And looking back over the old files or searching the vague recesses of memory, he almost invariably finds that the youth in question had a long record of wilful truancy—something that the school authorities didn't seem to be coping with very successfully.

Is school so distasteful to the youngster? Is the school at fault for not offering him what he wants? Is he bored stiff with the work which he doesn't understand too well, and can't see the use of?

Well, possibly the school has something of a weak spot there. On the other hand, we always face things in life that we don't want to do. There are unpleasant

tasks to be done—features about our jobs that we don't like. There isn't any other job at the time that we can secure. Are we going to give up work altogether, become a bum and a parasite because some of our work is dirty and monotonous, and we don't like the foreman? We bunked school because we didn't like the teacher and we couldn't see any point in dividing a fraction by a fraction, or doing writing exercises over and over, or learning to spell such words as *separate* and *parallel* and *medicine*. So we took what we thought was the easiest way out.

Was it?

DISCIPLINE IN MECHANIC ARTS CLASSES

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THE WAR, the opportunites for part-time employment, the abundance of easy money, the general unrest in civilian life, all have emphasized the problem of discipline in the mechanic arts class. Never easy to control, such classes have presented additional problems, often taxing the ingenuity of experienced teachers. The unhappy substitute is perhaps the only person qualified to appreciate in full the mental disquietude and the nervous exhaustion that a mechanic arts class can inflict. The shop periods have been less affected, but the academic periods are more seriously disrupted; and it is upon the teachers of English, mathematics, history, geography, and the like that the problems of discipline most heavily fall.

Provident teachers, however, can take prudent measures; and even mechanic arts boys can be controlled by some careful thought and preparation.

The mechanic arts course, when the junior high school movement was first inaugurated, was designed for boys with mechanical aptitudes and manual interests. It was an exploratory course, leaning heavily to shop classes, with cognate subjects such as science, mechanical drawing and the like, as well as the usual academic studies.

In the course of time, however, mechanic arts classes have degenerated, all too often, into a convenient dumping ground for the mentally deficient, the retarded, the maladjusted boy, who could not succed in the academic or general course, and who had no other place to go. The original plan to the contrary, it is true that, by and large, the junior high school locates its pupils of highest intelligence in the academic classes, its pupils of ordinary mediocrity in the general classes, and its pupils of low mentality in the mechanic (or practical) arts classes.

This being so, it is not to be wondered that serious problems of discipline should arise in mechanic arts courses. To a half or two-thirds class of docile boys preeminently fitted only to such a course is added another part of out-of-step pupils who seriously impair the work of the class, who never should have been admitted to it, and who, even under the best conditions, probably never could contribute their fair share. These include boys with I.Q.'s under 70, boys retarded because of illness, frequent change of residence, broken homes, disinterested and ignorant parents; boys with physical disabilities, with unusual outside responsibilities, with peculiar moral traits, with unsavory reputations, with unhappy experiences. With such a combination, the wonder is not that teachers are perplexed by the disciplinary problems that arise, but that they are able to exert any kind of control long enough for classroom work.

The enrolment of mechanic arts classes is, of course, an administrative problem, and in some schools a solution of the difficulty is easily reached. But in too many schools, mechanic arts classes, for reasons mentioned, have lost their original significance and in the change have given rise to many serious problems in discipline.

Consider a typical mechanic arts group in, for example, the 8th grade, by far the most difficult age to handle. The boys shuffle to the door, spot with alacrity a substitute or greet with provocative appraisal a temporary teacher of three weeks standing. To the former they owe nothing; to the latter a modicum of allegiance based more on liberties enjoyed in the past than upon respect to be shown in the present. The boys wander about the room, engage in little pleasantries with themselves and the teacher, adjust the windows and curtains, exchange seats, and, in a word exhaust the possibilities of the situation. After considerable manouvering and cajoling by the teacher they occupy their seats, whereupon a dearth of pens, pencils, and books is promptly uncovered. In an attempt to command their attention if not to restore order, the teacher suggests a review of the home-lesson, only to learn that his vociferous charges have an assortment of excuses worthy of greater things. Half the period having gone by, the teacher attempts some serious work but the clamor of the boys disrupts the

feeble effort. Then in a turmoil of disorder, he sends to the office for help, and wonders how anyone can endure, let alone manage, a mechanic arts class for forty whole minutes.

Scenes like this are not so uncommon as might be supposed in our large urban junior high schools; and the only way to avoid such embarrassments is to prepare the work well in advance, with a few cardinal principles as the base of procedure.

In the first place, any teacher, new or old, facing such a class for the first time or meeting it from time to time, must thoroughly believe that whatever he does in the opening minutes largely determines the atmosphere of the room and the attitude of the class for the rest of the period. Hence, the teacher should have work immediately at hand, with the necessary tools ready for use, and with a simple, definite plan for prompt application. Without any question, the best way to settle a mechanic arts class is to make the boys copy from the board or from a book. There is something about a paper being filled line by line that appeals to such boys—tangible evidence of achievement such as they do not in purely mental exercises too frequently enjoy. What they copy makes no great difference: it is simply a device to keep them engaged until the teacher has had a chance to appraise the situation and to lay a campaign of attack. For with such boys a lesson is very often a pitched battle, or, mutual respect being tacitly enjoined, an armed truce. It is questionable whether a substitute for the day should attempt a formal presentation of new matter, the problems of discipline being what they are. Nothing is lost in a drill lesson (written, to lessen the opportunity for mischievous comment); and even veteran teachers on those occasions when mechanic arts classes seem to be unaccountably in disorder, will find a refuge in time-honored dictation or in written drill upon very easy material or, in short, in any occupation which keeps boys at their desks, their mouths closed, and their hands occupied in writing old, familiar lines. Such work for half a period does wonders towards settling a class; and for the last twenty minutes, a smooth transition to oral reading from some interesting story (the set of books having been quietly distributed) rounds off a period with a minimum of friction and with few opportunities for mischief-making on the part of the class.

Besides a workable and simple plan, as outlined above, the teacher must understand certain underlying principles of class-room management. Simple rules must be clearly defined, their first infraction must be unmistakably noted, and an instant punishment must be administered. On such things depend the authority of the teacher. On them hangs the success or failure of every teacher that ever lifted his voice in a class-room. Especially with mechanic arts boys, the rules of behavior—no talking, no getting up, no turning around, no borrowing — must be plainly announced. The very first smallest infraction is the challenge to the teacher's authority: the gage is down; the battle is on. If in this first defiance, petty as it may seem in retrospect, if in this first overt disobedience the teacher is too ruffled to note it or too soft-hearted to meet it, he has lost the day—and the class knows it sooner than he does. His punishment must be akin to 'divine anger', a stern voice uplifted in strong condemnation. And it is a hardy pupil who will not buckle under the displeasure of his just indignation. Mechanic arts pupils are nothing if they are not fair, and there is something about a well-deserved punishment falling unerringly upon a luckless braggart that evokes the respect if not the admiration of these critical individualists. Indeed, the grip of the teacher has often been made secure by the unseemly fall of a clumsy ignoramus whose attempts at buffoonery have recoiled upon his addled pate. For pupils admire achievement, even in a teacher succeeding at their own expense.

Again, the teacher must be able to avoid difficulties, to anticipate misconduct, to prevent disorder. Here the growth in experience is the one safe-guard. If certain conditions give rise to certain misdemeanors, the teacher should recognize the inevitable connection. The teacher who enters a class late, to find it in disorder, is more to blame than the unruly pupils; and in many other instances the lack of foresight and preparation can end only in disciplinary problems. Hence the necessity of avoiding trouble by preventing its occurrence. For many a situation in class-room management is easier to avoid than to correct.

Finally, in handling mechanic arts boys, the teacher must know how to bend and not yield, when to stiffen and not irritate, when to overlook and not condone, when to smile and not ruffle. The grace of a sense of humor, a certain unmistakable humanity, a genuine interest in pupils, an unwavering sense of justice, a reputation for fair play, honest work, adequate reward—all these are the touchstones of good teaching.

Mechanic arts boys are often unwashed but their enthusiam is easily aroused and is very genuine; they are often noisy but their good will is not hard to gain. They admire success and ability in any form. Hence a teacher, to earn their respect, must first prove that he can handle them. And is it not a subtle compliment to a teacher, not above the complacent understanding of his pupils, that he has succeeded where others have failed?

IT'S TIME WE ANSWERED BACK

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WE EDUCATORS have long been used to being termed the "impracticals" of this world, simply because we are content to stay within the income-group of the lower middle-class, ignoring the larger profits which are made possible by pandering to humanity's weakness, its susceptibility, its mistaken ambitions, or its pitiable lusts. Nevertheless, a certain trend within the educational circle which has been rumbling for the last two years, has recently been brought to my attention. It is the old, old, refrain of "fads and frills", accompanied by the age-old booming on the drum of the "Practical". It has, this time, reached such a point that even the Liberal Arts College has been included within its scope of condemnation.

But it is with the question of the public schools that I am occupied and it is just that question that I, or any educator worthy of the name, should be prepared to consider. What subjects in the view-point of the "Practical Man" constitute the "fads and frills" of education? Chiefly, art and music. The successful men of finance have come to us claiming that such things are impractical—as impractical as we are—and that what we need in educational circles are a few "hard-headed" business-men. "Let us" say these self-appointed reformers, "save some money."

We are inclined to be a little diffident with them, a little shy about expressing our differences; they are so obviously well-tailored, so obviously moneyed personages, so obviously what the world terms, "successful." But there is a saturation point—and I think it's about time that educators reached it. It's time we stopped to consider that we know our own business better than any one else. Were we to examine the records of these "Practical" groups in the fields they have chosen for their highest endeavor, I wonder if we might not send them about their business, instead of tolerating them in a field where their windy eloquence betrays only their ignorance. Let us remember that it was these same "Practical" business-men who cried for business-as-usual when every thinking scholar in the country saw the handwriting on the wall; who, from junk dealer to iron-forger, made money shipping metals to Japan; who screamed like wounded vultures at the excess-profits tax, and the O.P.A. price-ceiling lists—sole bulwark of the public against war-profiteering; it is these same "Practical" business-men who, daily, stun the public ear with soap-operas and singing "commercials", who inundate the "Common Man" they claim to be so concerned about, with corn-cures, deodorants, perfumes, tobaccos, and hair-lotions. Turn the pages of the average mass-market magazine and you are struck by the many faces of the great God of Commerce and the roots it bases its appeals on—weakness, vanity, self-indulgence, pleasure of the most stultifying sort, and high-class sex. It's the business-man's job to know every weakness, real or potential, of a whole generation, and to play upon every one of them to sell his products. I repeat, it's his job—and I thank God it is not mine.

It is the "Practical" business-man who is demanding Science and more Science in education, to the detriment of cultural and liberal arts subjects—and just what does he do with this Science when he gets it? It is true that the average graduate will find a job quicker today if he majors in Chemistry, rather than in Art. But what is usually done with this graduate? He is placed like a prize sheep, with a herd of other "chemists" in the technical laboratory of some large industrial concern where his life-time experiments are devoted to developing a new plastic, unbreakable ashtray, or a water-repellent change-purse. A few escape, but many a great talent is buried under the comforting cloak of "Babee's Unbreakable Zipper Co."—and there will be more unless we find some way of inculcating a deeper sense of human values than is given in the Science courses.

There is another facet to the glass "diamond" of logic which these "Practical" groups hold up to be-dazzle the un-thinking into eliminating the trained specialist in art and music within the public-school system. They say that art and music are "unnecessary"—a statement which I challenge with every fibre of my own common-sense. "Unnecessary?" I can only speak for my own field; I know not what mince-meat may be made of their logic by any thinking musician. Art,—"unnecessary"? The average American spends more for art than for anything else in the world, unless it be bread or meat. There is art in the clocks on our dressers, in the lamp, in the head-stones on our graves, in the book, in jewelry, in the implements with which we eat, in the picture on the wall, in the very fountain pens in our pockets. Art is everywhere and you cannot, for five continuous minutes, live in this world today, without encountering on every hand the mind of

the artist. Yet, these "Practical" men tell us, "We cannot afford to give children art and the things that make life rich." Gentlemen, five times as much money is spent annually on liquor alone as is spent upon education.

The type of mind that sets forth this logic is a familiar one in the history of mankind. Nevertheless, I think we educators, as a whole, have become too anxious to be popular, to be considered "good fellows"; we have grown afraid of striking back with the same, ungloved, hard-hitting logic which has been aimed at us. It is about time that the educator take his place, uncompromisingly, as the leader in his community — the champion, if the only one, of the total education of the people. I say the *total* education. Our position, today, is as significant as that of any general in a battle-field and it is no time for apologetic reasoning, self-depreciation, diffident argument, or compromise.

The type of mind which has dared to invade the province of educators, demanding the withdrawal of art, music and other cultural subjects from the curriculum of the public school, is as dangerous as it is illogical; its reasoning is as subtly perfidious as its moral outlook is perverse. It seeks always to retrench, to go backwards, by appealing to short vision and unweighed reasoning; it seeks, always, to drag down humanity to its own level rather than to raise it by strengthening and furthering each step of educational progress.

But there is a more significant aspect to the proposal made by these "hard-headed" reformers. It has, upon close and thoughtful examination, a more insidious meaning. In effect, their proposal boils down to the utterance that the best is far too good for the people of this nation. This mentality has dared to strike at the very basis of Democracy itself.

True Democracy is based upon the welfare of the people. Democracy *believes* in the essential dignity of man. It strives to elevate mankind, to teach it to think, to set it free. It looks upon culture not as the privilege of a chosen few, favored by wealth or birth, but as the inheritance of the people—*all* the people. Education, in a Democracy, has, as its fundamental premise, a respect for humanity. Hostile to humanity, and cynical of its struggle for culture and enlightenment, is the opposing element, the element which tries to stultify, stupify, level, or regiment mankind. *Above all*, it seeks to alienate forever the common man from such dangerous mental foods as Culture and The Ideal.

The very essence of Democracy is a belief in the essential dignity of man. "The dignity of man"—how long has it been since an educator has dared to breath out loud such a humane concept? How long has it been since we have dared to face the stuffy, compromised intelligences of Babbitry with such a phrase? "The dignity of man"—we know it not. We know his weaknesses, his malevolence, his injustice, and his malice—they constitute our everyday experience. We know not the dignity of man? In this world, today, we have sent millions of our own boys to lie forever in some foreign land—in defense of what? In defense of this same belief of the essential dignity of man, this dignity which Democracy honors and recognizes. Do opposing "Practical" groups dare to deny its existence?

The reasoning of these groups is not new to thinking educators; it is an old, old, face though under a new mask of practical economic commercialism. In the pages of history, such groups have always existed. Always, they have sought, in order to control a free and thinking citizenry,to deny the dignity of mankind. They have fought, with unlimited funds and with great bitterness, child-labor laws and social legislation of all types. They have viewed man's attempts at cultural enlightenment with contempt and cynicism, and their weapons have always been first, contempt of the educator; second, contempt of the spiritual welfare of the people. It was typical of the Nazi party that its primary acts were to eliminate the cultural aspiration of their people — to burn books, repress universities, to gag and silence forever any word spoken by a thinking man.

Contempt for the cultural background of the educator, contempt for his aims, contempt for the people themselves—all these are the hall-mark of the so-called "practical" group. Now, I am willing to accept contempt from on high, the contempt of the great mind which has burst beyond my own miserable mental boundaries, but I shall not—I will not—accept the contempt of these short-sighted, mean-spirited detractors of humanity.

No race is so quickly enchained as that which has been bludgeoned by contempt or terrorized by ignorance. It is only an enlightened people that can be free. The business of the educator is to bolster, with every means at his command, the moral integrity of the people —to raise, always, their aims, their ideals; to enrich their life that they may become, and forever remain, enlightened and free. The reasoning which would remove these aims by removing culture from the province of the public schools is as dangerous as it is hypocritical. It is as careless of the welfare of the people as the old Roman policy of bread and circuses. It makes the same contemptuous judgment on the cultural aspirations of mankind, viewing the great mass of people as a belly to be filled and a mouth to be silenced. As an educator, I have no hesitation in saying that, in my estimation, this reasoning is depraved.

Remove culture from the classroom; place its teaching in the hands of those not specially trained for its dissemination, and you drive

back into the black bogs of medievalism the educational and moral outlook of the entire race. It is not for this that we have left the flower of an entire generation earth-bound over the four corners of the globe. Instead of short-sighted talk of retrenchment, the concern of the tax-payer, the educator, the entire thinking citizenry, should be, at this time, with enlarging, with improving, with adding to, the curriculum of the public schools. The bill of rights grants education to all—the artist, the musician, the writer, the poet. It does not specify that we become a race of master-mechanics.

The time has come for educators to reevaluate themselves, to speak out boldly,—in the face of these peddlers, — with confidence in themselves, and in the dignity of their own calling. It is about time that educators publicly proclaim themselves as interested, primarily in the welfare of mankind. There *are* such things as "mankind", spiritual dignity", and "moral dedication to an ideal"—and they are far more important than "Business-appeal", "total volume", or "increased production." Let us admit, once and for all, that we *are* educators; that our work *is* in human minds and souls; that it is by far the most important business in the world today; and that we will brook no interference with it by any authority save that which we recognize and respect.

I would say to these "Practical" pressure-groups who would reorganize the public school curriculum to eliminate cultural subjects: "If, in my own city alone, you could afford to educate seventeen thousand children for Death, you can afford to educate them for Life. If the poorest of that seventeen thousand was good enough to die for you, you owe to the poorest, most under-privileged child, every cultural and educational opportunity that the wealthiest, most privileged child in any nation, will ever have. Gentlemen, pay your debts!"

CLEVELAND'S CHILD PROGRESS PLAN

ROBERT E. BELDING

FITTING the schools to the needs and abilities of individual pupils is no easy or simple matter. Yet it must be accomplished to the fullest degree possible, in fairness to countless children who become discouraged by their own so-called failures under the common routines of mass education.

The schools of Cleveland, Ohio, have been grappling with this problem for some years now, and their experiment deserves attention. The Cleveland plan, while still evolving, manifests itself today in a completely ungraded primary division, with "levels of progress", in various studies substituted for grades and semesters; and with the group known as "Z" pupils similarly handled in the upper elementary classes as well.

The idea has been worked out through faculty committees under the leadership of Dr. H. M. Buckley, first assistant superintendent of schools; and it is from a personal interview I had the other day with Dr. Buckley in his office, in conjunction with his written statement, that the following report has been prepared.

Question: *Dr. Buckley, what is the problem that you have tried to solve?*

Answer: That of individual differences. The Child Progress Plan proposes not only to recognize but to encourage individual differences. Children are accepted as physically, mentally, and socially unlike. No attempt is made in our schools to force them through a common mold.

Question: *What is the Child Progress Plan?*

Answer: This plan substitutes for the gross term "grade" or "semester", the more specific and limited term, "level", which indicates a step or unit of progress. The number of levels has been determined for each subject or activity by the supervisors and teachers on the basis of the children's learning experiences.

Question: *How did this plan evolve?*

Answer: In 1925-1927, numerous conferences over "failures" in the primary division, led to a plan for *ungrading* "Z" or lower group pupils. Nine Elementary Curriculum Centers, each responsible for adapting a subject or activity to the needs and interests of pupils of varying abilities, with special emphasis upon "Z" group needs, were established. Ungrading of all "Z" pupils, grades 1 to 6, was authorized in 1932. "Levels of progress" were substituted. In 1938, principals and supervisors unanimously approved the complete "ungrading" of all pupils in the *primary division*, kindergarten to grade 3, inclusive.

Question: *What ability groupings do you use?*

Answer: The pupils have been grouped tentatively, in the absence of achievement records, on the basis of group and individual intelligence tests. Such preliminary grouping is always subject to adjustment in the light of individual progress. Preliminary grouping has been as follows: Major work, I.Q. 125 and above; X groups, 105 to 124; Y groups, 85 to 104; Z groups, 70 to 84; special classes, 50 to 69; excluded from school, below 50.

Question: *Have the traditional subject areas been abandoned?*

Answer: The plan does not neglect, much less abandon, the so-called fundamentals. Besides the three R's, it includes in its list of fundamentals the fine arts, handcraft, physical and health education, social studies, and the rich field of elementary science. The basic requirement is that these subjects shall be so taught that every one of them shall promote mental and physical health, wholesome play and recreation, social understanding, character, and citizenship, as well as knowledge and culture.

Question: *How does the plan apply to the reading program, for example?*

Answer: The plan endeavors to extend the natural living and learning program of the kindergarten to the entire primary division. Oral English develops naturally into the use of symbols. Readiness to use symbols for meaning, or reading, has no particular relation to the child's sixth birthday. Some are ready at five, others not even at seven. Likewise, third grade pupils never have been standard; one 3-A pupil might read well in a fifth grade reader, while another would read poorly in a first grade reader.

While the Child Progress Plan rejects a standard reading program for these children, who are all different, the progress from level to level is natural, orderly and systematic. The plan is built for the individual child, but does not assume that children are so radically different that group work is unprofitable. It *does* assume that competition between the most brilliant and the dullest is unfair and forces the slow child to discount the ability he does possess.

The reading program by levels provides for satisfaction through success. Instead of reading only one primer, a child may read three or even five on the same level before advancing. This gives pleasure and satisfaction through comprehension. Few can climb a precipice continuously without discouragement.

Question: *How is the child's progress in reading measured?*

Answer: For each level, achievement tests have been provided to indicate the degree of mastery. Some children may require six years to pass through the primary division (kindergarten to third grade); many four years; some a shorter time. Grades have been convenient for reports and statistics, but inelastic, indefinite and arbitrary for children.

Question: *How is a child's progress reported to his parents?*

Answer: In the past, we adults have imposed upon the primary system too much marking, failing and passing. Marks are for *adults*, not primary pupils.

At the beginning of our plan, demonstrations were presented in the curriculum centers, showing how pupils were able to progress with growing success and confidence when the program was adapted to individual and group needs. Talks were given to parents in all schools, explaining the advantages to pupils in breaking down the crude terms, "grade" and "semester" into levels of progress.

As a result of faculty conferences within individual schools, progress cards involving a minimum of clerical work have been developed. One such card shows 22 levels of reading, 9 of arithmetic, 12 of handwriting, and 19 of science, with space to indicate progress in social studies and spelling. Another form for parents announces that the pupil has completed a certain level in some specific subject area and has advanced to the next level.

Opposition from parents has been a strong factor in holding back the development of the ungraded system. Even though parents agree with teachers while PTA meetings are in session, many of them are still grade and age-conscious at home and among the neighbors. For those parents who still demand it, the old form of grade-school report card is used.

Question: *Does the plan apply to the upper elementary grades?*

Answer: In the upper elementary division, one finds certain phases of it. Here too, for example, the content of reading and arithmetic has been divided into levels of progress, so that in those subjects the child progresses at his own rate.

However, in the upper elementary division, the term "grade" has not as yet been entirely eliminated. With the exception of "Z" pupils, who are ungraded throughout the elementary school, upper elementary pupils are still classified as being in the fourth, fifth or sixth grade. If the so-called "ungrading" of the primary division continues to result in the benefits which are now apparent, the plan undoubtedly will be extended to the upper elementary division.

This does not mean, however, that the plan of departmentalization now followed in the upper elementary division will be discontinued. It is entirely possible to attain the desired amount of unification without sacrificing the advantages of departmentalization. Children of this division should not be deprived of teachers with special talent and training for particular subjects.

Question: *How is entrance to junior high school affected?*

Answer: The junior high schools cooperated in making the ungraded Z program effective for the upper elementary division by agreeing to accept Z's upon their becoming 14 years of age, regardless of educational achievement. Such Z's were accepted by *transfer*, as distinguished from promotion. However, the Z's were given standard achievement tests, so that all who evidenced ability to carry the regular junior high curriculum were permitted to do so. Others have been assigned to a program that

is adapted to their abilities and interests.

Question: *Are Z pupils admitted to Senior High School?*

Answer: Senior high schools have been accepting Z pupils at the age of 17 on transfer without challenging their scholastic record. Only by some such plan will pupils of limited capacity be able to remain in school until at least 18 years of age.

Question: *What do you feel that the plan has accomplished?*

Answer: Our problem was not to lower standards, but to set up standards possible for Z pupils in place of impossible ones. One favorable result of this has been the possibility of an enriched program for bright pupils.

Fourteen years of experience with the reorganized program have seen a weight of depression lifted from the Z groups so that they go to school happily and are developing wholesome attitudes and cheerful personalities.

THE POSTMAN BRINGS THE "A's"

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AN "A" in letter writing in my English classes depends entirely on the cooperation of the postman. When we begin to study letter writing, I tell the students that only good letters get answers. Their grades, therefore, depend not on the letters they write but on the answers they receive.

Writing a postcard for information is the first project. Each student brings to class a clipping describing some free information or a free catalogue. These I check carefully to be sure that they are not involving themselves financially by their request.

The second day each student brings a government postcard to class. Using the card as a pattern, the students draw dummy cards on theme paper, and practice arranging the addresses and the requests for information in the allotted space. They also practice arranging the address side of the card. After a perfect copy of each has been made in indented and block style, in closed and open style, the student may choose the style he wants to use on his card. The cards, written in ink, are collected, and I mail them. As soon as the replies come back, the students bring them to class and receive the other half of their credit.

A friendly letter written to a grandparent, aunt, or uncle is next on the schedule. This gives the student practice in writing paragraphs about the things he knows best: himself and his family. In many cases, these relative letters are the first the student has ever written. After a good five or six paragraph letter has been written on theme paper and corrected, we have a letter-writing day again. Each student brings paper, pen, envelope, and stamp. Letters are written, sealed, and stamped in class. Again I mail the letters. I don't read the replies received to these letters, but merely check the fact in the grade book that an answer has been turned in.

Making friends in another school is the third step. I suggest three possible ways to find a town to which to write: choose a town of the same size as the student's own in another state; choose a town of the same name in another state; open the Atlas to a map of the United States and, with closed eyes, point to any town.

The first paragraph of these school letters is standard: "We are studying letter writing,, and thought it would be fun to get letters from another state. I hope your teacher will read this letter to you, and that someone will find it interesting enough to answer. My teacher says only interesting letters get answers. My English credit is not for this letter, but for the reply I hope to get."

Many times, the class receiving the letter will answer. Some students have received sixty letters in reply. These we read aloud.

Descriptions of the state, main industries of the town, sports and activities of the school, and descriptions of the students himself make up the letter proper. Postcards of the school, of the famous state scenes, a copy of the school newspaper, perchance a snapshot of the student himself, add interest.

In pre-war days, letters to other countries was the final project. We are now resuming this activity. During the war, we had an extra day for writing V-Mail letters to men in the service. Extra credit was given for these, and no answers were required for full credit.

Sometimes an ambitious student will write a letter or a post card for information and mail it at home. In that case, another is written and mailed by the teacher before credit is given. This eliminates the famous alibi—"It must have been lost. My dad took it and mailed it. I know he did."

For weeks after letter writing has been an assignment, it is a fascinating hobby. Students are always bringing in interesting replies to be read in the few minutes before the dismissal bell. Letter writing is, I feel, a practical way to teach composition, the only form of composition most of my students will ever use after leaving my class room.

A SERVICEMAN'S VIEW OF COLLEGE

LT. A. G. PHILLIPS

THE question of American college education has interested and perplexed me for some time. This interest has been increased since my entrance into the armed forces where contacts with Americans of all sorts have led to the conviction that American college education is a pathetic inadequacy.

Naturally, even before the war, I was conscious of my own educational shortcomings; but fairness forbade me to blame my alma mater for my own ubiquitous ignorances. Those I choose to lay at my own door because any university worthy of its endowments can provide practically anything the average mind can absorb. Even if the professors are uninspiring and the courses inadequate, the facts can be found in the laboratories and the library, all things considered. But colleges are supposed to be more than mines of learning; they are the miners as well. They are more than museums; they are also the guides. And there is the rub. American colleges obviously have failed to lead the student into the right paths; they have failed to understand the needs of the hour; they have failed to correlate the processes of education with the processes of life; and they have turned out a man who is neither educated nor cultured (if that distinction exists).

The average college graduate in the armed forces, for the most part, a capable but ignorant man. He is historically ignorant, sociologically ignorant, politically ignorant, and artistically ignorant. He has not the vaguest idea of the causes of this war (and doesn't care); he neither understands nor recognizes the fact of social strife in his country; he is constitutionally unable to arrive at any just evaluation of political candidates; he knows nothing of the causes and effects of labor unions; and he cannot distinguish Beethoven from Rembrandt. He does know what H^2O is, who wrote Shakespear's plays, the name of the largest river in the world, the date of the signing of the Declaration of Independence, the leaders of the Axis countries, and who married Dinah Shore. So he is not entirely ignorant. But his knowledge is not of the stuff that converts heathen countries to the American Way. It is to much too thin. Even a new Caledonia colonial can see through it, and does—after our fabulous wealth ceases to blind him.

As an American, I have resented this and I have wondered why, with millions of dollars at their disposal and almost limitless freedom to express themselves, American colleges have allowed this to come to pass. My own conclusions on the matter is that colleges have blindly followed the fallacies of public conviction, the greatest being that a man is educated when he is enabled to earn a living without dirtying his hands, and another that the problems of government and society will always work themselves out if left alone.

▼

In my own undergraduate days I was what was colloquially known as an "AB" student. In other words my whole business in college was not to learn how to build bridges but to understand life—past, present, and perhaps future. This is a

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ridiculously easy one if pursued indifferently. Looking over the heterogeneous variety of subjects I "took", I am not sorry that I exposed myself to them—with the possible exception of a few of the education courses which only reviewed things I already knew—I *am* sorry that I did not go into them properly, that they were not taught properly, and more than anything else, that I did not take more of them. I came out after more than four years of higher education musically and artistically illiterate, a mathematic moron, a social science neophyte, and with only the vaguest conception of scientific principles. On the credit side I have learned somewhat how to study, collected a certain memorabilia of literary facts, a reading but not speaking knowledge of French, a sketchy notion of historical cause and effect, certain psychological and sociological nomenclature, and other bagatelle, both sacred and profane. I am grateful to my college for presenting me with the leisure and opportunity to read books and to dabble in creative writing, for intellectual companionship, for a pleasant social life; but I would far rather it had taken me in hand, inspired and excited me with truth, crammed me with facts, worked my head off—educated me, in fact.

I have said that two of the stumbling block to learning were improper teaching and too few subjects taught. By improper teaching I mean that the fact is divorced from life, which is like considering the seed without the apple. I mean that what the student wants to know is how the fact applies to him, now, this instant. I mean that he wants it to help answer the paradoxes that beset him on every side. Education should realize that no learning is dead. What has come before helps explain what comes after and it is this "after" that we are concerned with. Once a man has been bitten by a dog he knows that dogs sometimes bite, but society never learns its bitter lessons because it never learns what has bitten it and why. That is why things must be considered as a whole always if they are to make sense. If education ever hopes to have meaning, it must cease the suicidal practice of explaining life in segments. Take the teaching of history as an example of this. I grant that by the time the student reaches the sacred halls of universitas, his mind is already sufficiently poisoned against "history." History means to him the exact date of the Norman Conquest or the "causes of the Revolutionary War (in order, please.)" It never occurs to him for a moment that a knowledge of history might possibly help him understand the rise of Fascism. For this he cannot be blamed for it evidently never occurs to his high school or college either. I cite from my own experience. After a cursory brush-over-lightly in grade and high school I entered college to be confronted in time with a two semester course in English History. In all fairness I must say that it was taught excellently and humanly and I still retain a goodly share of it, though certain reading since has made me suspect that all was not as depicted by the earnest professor. But the crime lay in the fact that by the time I indulged myself in a study of our Saxon brothers, I had all but forgotten everything that came before them and such were the necessities of my curriculum that I never did take a single other history course! Fortunately I have made up for it in some degree since, but I fear that though that period in man's endeavor between William the Conqueror and Queen Victoria shines like a beacon, the rest of history is fated to remain in dark oblivion forever.

About the same may be said about the teachings of French, though in a different way. I have yet to hear a student who either minored or majored in French carry on a coherent conversation with a bona fide Frenchman without first spending some time in France. Read French, yes. Understand French grammar, yes. But talk to a Frenchman, no. And that is a very ridiculous thing, for what profits it to be able to read a French newspaper without being able to talk to the newsboy who sells it; what good is it to know the vagaries of French grammar if one can't order a digestible meal in a Paris restaurant? So I say let us learn French the way a Frenchman learns French; let us speak French all the time we are studying it, in the vernacular. Let us speak the living language of France and while we are in French class let it be a crime to utter a single word of English. That is the only way to learn a language. If a four year old Frenchman can speak French, there is no reason why a twenty year old American can't.

I have said that I consider myself a mathematic moron and while I do blame my own shiftlessness for much of this, the fact still remains that not once during my years of struggle with coefficients and quadratics, sines and cosines did anyone ever make the slightest attempt to link this strange science with anything in God's universe but preferred to present it instead as a rather complicated and brain-wearying jig saw puzzle. Admittedly I detest mathematics in all its forms, but I have observed that even those students who derived a keen pleasure from it hardly ever saw it in any other light than as a sort of conundrum and their satisfaction was much the same as the satisfaction one gets from successfully completing a cross-word puzzle. Even the professors expounding the science never rose to a better argument than that it was a good way to "discipline the mind." A plague on disciplining the mind at the risk of insulting it! Of course I know now that there is a certain beauty to mathematics. I know that mathematics swings the doors of our universe, and I know the intense utilitarian value of it. But

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not once were these things mentioned. Except for a few practically useful items the study was a sorry waste of time for me.

In much the same way the charge of blind disregard for the ways and necessities of the human spirit can be leveled at practically every subject taught in liberal arts colleges. A man with a BA degree finds that he has been fed on an assorted diet that is neither nourishing nor stimulating. Except in helping solve the simplest of life's problems, he finds that his college education when he falls back upon it is a bending reed. The facts don't fuse. The paths to understanding are still to be blazed. His four years in college, he reflects, were pleasant but on the whole unprofitable.

▼

What can be done about it? To answer that question we must first answer another. That question is *What should a modern man know?* I say that modern man should know such things as the causes and effects of the deeds and thoughts of the peoples of the earth throughout recorded history, with special emphasis on the history of his own country; he should have a better than vague notion of the principles and applications of science in his time (by this I mean he should understand the internal combustion engines, electrical circuits, household radio, moving picture projectors and all those miracles we have become accustomed to); he should be able to speak and write at least one foreign language fluently; he should be able to read music and recognize a decent amount of music of all types when heard, along with the techniques required in painting, though actually he should himself be able to paint, no matter how badly; he should understand the basic principles of architecture and be able to recognize them on sight; he should have read widely in the field of literature and be almost as familiar with Euripides as with O'Neill and be able to see the correlation between the two; he should be inculcated with the principles of democracy, a respect for good government and a feeling of responsibility to his state. In short the modern liberal arts graduate should be an educated man.

Of course this is an ideal. But I don't think it is an impossible ideal. I think that a man can be taught these things in four years, and that gives voice to one of my original complaints. In my opinion the modern college curriculum is too easy, too bare, too disconnected. Army and Navy schools have revealed that much more can be taught in much less time than peace-time colleges ever dreamed of. Giving illiterates a fourth grade education in eight weeks is a case in point. What then cannot be done in four years? Instead of

college life being a time for adolescent diversion and sloth, let it be a time of adult high seriousness and hard work. And as a first step toward this let us abolish the bottleneck of an eighteen hour credit system. I hark back to my experience with history and I say if a system gets in the way of education, abolish that system. Let a man learn to his utmost. The same for the grading system. For the most part it is a shibboleth and too often high grades become an end in the student's mind rather than an indication of the means. There are better ways to evaluate a student's intelligence and industry, ways that will preserve the integrity of the fundamental purposes of educations.

At this point there will be an objection on the grounds that no student could possibly take and absorb the subjects necessary for the achievement of my ideal. I agree as long as we cling to the semester to semester, credit on credit, disjointed, chaotic curricula. But if we look upon the four years (or more) as one continuous whole and not as eight separate parts, and if we begin to teach a phase of knowledge with the thought in mind that four years will be spent in covering it, and if we reorganize the subjects so that they are closer to understanding and reality, and if we take proper cognizance of their relations one to another, and lastly if we continuously bear in mind what we expect an AB graduate to be and represent, the thing does not seem so impossible.

America has emerged from this war as one of the two modern Goliaths with an international responsibility that is almost frightening to contemplate. She must be made great in culture and understanding as well as money and guns. The nations of the earth will look up to her for wisdom and it is education's job to make her wise. She will not be made wise by merely training her favored citizens to earn an above average living, nor by a policy of intellectual laissez-faire; education must accept its role of leadership and give the nation what it needs, not what it thinks it wants.

THE RIGHT TO BE WRONG

W. F. BOLEN
Principal, High School
Dunellen, New Jersey

"If it wasn't your fault, Son, don't take that penalty for tardiness."

This is a good citizen speaking, one who believes in standing for his rights, not compromising with his conscience. Moreover there was an excellent reason for lateness. Can the father be wrong?

Yes, indeed. Parents have the right, even the duty to point out mistakes of judgment or policy. But unless health or safety is at stake there should not be interference with the school's interpretation and enforcement of rules and penalties. Father in this situation can well say, "My boy, you think the school is wrong here, and so do I, but while you're there you'll obey orders. Speak up courteously, ask questions intelligently, but follow the rules."

Is this democratic or just blind obedience? Well, it's at least republican. And where authority is delegated it must be upheld until the power is removed. Criticism, kind and unkind, has its place, but any situation where each is judge and jury for his own acts is anarchy.

Soldiers take orders without waiting to be convinced that the decision is correct. But army procedure is not normal to America and therefore is not the best comparison. A better analogy is the ordinary routine of shop and store and office where the boss gives the order and the employee carries it out. So long as that relationship exists obedience is part of the job along with free speech, majority rule, and representative democracy.

No executive, principal, or teacher should be allowed to make a career of errors. There are proper ways of removing people of consistent bad judgment. But a situation is intolerable where a parent or child can decide that a penalty or decision is wrong and therefore it shall not be followed. Imagine the confusion that could be caused if it were necessary to convince the home of the correctness of dozens of daily decisions.

The school will have to decide, the child must obey, even if temporary unfairness results. In important questions, as much light as possible should be brought to bear on the problem. But for proper responsibility, one head is better than one thousand. A school of 500 can't function with all parents or any, applying judgments of what is right or wrong there. The administration must make the decisions, usually quickly, and sometimes poorly. Parents of the same child can produce different recommendations. If they are allowed to make final decisions of right and wrong, fair or unfair, their many angled opinions, no matter how enlightened, can produce nothing but confusion.

The school has the right to be wrong, no right to create chaos.

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XUM

WORLD UNITY IN THE CLASSROOM

W. H. McFARLAND
Supervisor
Iowa Department of Public Instruction

IF, OUT of the repercussions of war, there is a clarion call, sharp and distinct against the echoes of crumbling ideals, it is the call for worldwide understanding. Without it there can be no world. There must be "one world", or there will be none.

A Persian proverb has it: "Thinking well is wise; planning well, wiser; doing well, wisest and best of all." Schools must do something about it—something beyond talking.

Educators are advocating a study of world geography and world history as a means toward international good-will. The approach is intellectual. The claim is that if we know the imports and exports of a country, if we know the environment in which the people live we will understand and be sympathetic toward their economic, social, and political problems. That is the truth, but not all of the truth. We can deal more intelligently and more justly with people and with nations if we know the economic, social, and political problems problems confronting them. We must teach world history, world georgraphy, world economics, and world social problems in our schools. There is no question about that. It is axiomatic. More people in the world have suffered during this generation because of economic, social, and political maladjustments than from any other cause. The people of America have suffered comparatively little during recent years from lack of scientific knowledge or from lack of technological skills. Suffering has centered quite definitely around lack of knowledge of world social, economic, and political problems—and to a greater degree around lack of human understanding and human sympathy. No case needs to be made for that contention.

The question that does need consideration regards the means of securing better human relations, particularly on the international level. It is the purpose of this article to point out the possibilities of advancing this understanding through educating the heart, as well as the head. Perhaps, in addition to our concern about I.Q's we need to think of H.Q.'s as well.

The approach to understanding is largely emotional. When we are able to feel as we know other people feel we have taken the first step toward understanding them. If we can put ourselves in the other fellow's shoes long enough to feel as he must feel under given conditions we will understand his reactions better than we could understand them in any other way. We can sense old Shylock's meaning when he said, "If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, do we not revenge? If we are like you in the rest, we will resemble you in this." After the wrappings are removed we will agree that fundamentally human beings are pretty much alike.

Many a man has forgiven an avowed enemy when he has seen his enemy in grief. It's difficult to be angry with a person in tears. The approach to understanding is more direct through the emotions than through the intellect.

Maudlin sentiment is not the answer. It may be that sincere feeling is. We need to put school children in a position to feel as children of other lands feel. We need to provide our pupils with opportunities for vicariously experiencing the joys and sorrows of people from foreign lands. We need to get them and ourselves into the other fellow's shoes. But how?

A study of the literature, music, and art of these other peoples may be the answer. These are the media through which these strangers have given vent to their emotions. They are the avenues through which we may glimpse those inner urges which make them laugh and curse and cry. These expressions of their feelings through their arts will find a responsive note in us, and we will know what they too are human—that they are made happy by the same things that bring happiness to us, that sorrow to them too is poignant, that the constant irritation of a small chafing may blister them and make them grouchy as it does us.

We study in our schools something perhaps of China, Argentina, and Russia. We study them, however, in their broad, impersonal aspects, considering the countries as a whole and from a materialistic point-of-view. That is good as far as it goes. But we need to add to that type of information (perhaps even precede it with) a folksy study of not only Chinese people, Argentinians, and Russians, but an intimate acquaintance with young Wang, old Manuel, and sturdy Boris. We should see them in their homes, at their parties, at their festivals, and at their burying. Our present best source, since personal visits to them are impossible, is their folk literature, their folk songs, their art. The present transalations of their folk

literatures are perhaps inadequate. We should have more good translations, adapted to child and adolescent understanding, of the "Tom Sawyers", "Little Boy Blues", and "Penrods" of Russia, China, Argentina and the other countries of the world. We need for use in our schools good moving pictures of the home life of our foreign neighbors. These shouldn't play up the bizarre, the unusual, or the spectacular, but should show these people living their daily lives from breakfast to bedtime. The human side of instruction would benefit by such pictures.

We must teach "one world". But first we must feel "one world". Our "heart" education has not by any stretch of the imagination kept up with our "head" education. The effective approach to wholesome human relations must be an emotional approach. We must set the stage for the "one world" drama emotionally. There must first be an inclination to understand and to be friendly; then facts can be marshaled to thoroughly establish sound intellectual understanding and intelligent cooperation. We need to cultivate the proper emotional tendencies—to train the heart. Then the heart should point the way, and the head should discover the means of getting there.

The widely accepted psychology of learning which states that action culminates as the result of facts developing into thoughts, then into ideas, then into ideals, and finally into action may well be modified by prefacing these steps in mental operation by an introductory step, predisposition. We may think of this predisposition as a "heart" condition, deliberately planned in advance for the purpose of securing a desired and worthy end. It savors of propaganda, but it is a good savor. We may think of it as a prop—an emotional prop, to guide the thought growth of youth to straight understanding. It sets the stage. It is the overture to the opera. It just needs to be there.

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I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

The Army Did It. Why Can't the Schools?

The Army did a grand job in G.I. Education. School people have no desire to deny or belittle that fact. Most school teachers and school administrators believe that the schools can learn something from and profit by what the Army did. But most of them acknowledge freely that the schools will not be able to equal the Army record of educational achievement.

There are good reasons why the Army was able to accomplish so much in so short a time. There was no limit on funds available for educational material and equipment. The men being taught were under strict military discipline. Complete attention was required. Incentive and motivation were the greatest and most compelling ever known. The students' lives would probably depend upon how well they learned the lessons being taught. These conditions of G.I. education cannot be duplicated under civilian education.

A fact often overlooked in considering the Army educational program is that most of the men in charge of the program and most of the classroom teachers had been professional educators before going into the Army.

The Army did an excellent job through its educational program.

Nonessentials were eliminated. But what was a nonessential in the Army educational program may be an essential in the civilian educational program. Purpose and objective to a large extent determine what is essential and what is nonessential. Cultural education was a nonessential in the Army program. Culture is an essential in civilian education.

The schools can learn much of value from the Army educational program. One thing the public should learn is that a good educational program costs more money than an average program.

THE CURRICULUM THAT'S CHANGING GUAM

LT. EDWARD G. LEWIS, USNR

THE designing of a course of study for the 7,000 young American Guamanians was primarily a problem of discovering civilian values in a rapidly changing pattern of society and the transplanting of those values into the school system.* The 22,000 people of the island have long been acquainted with the United States, but their present contact with it is much more extensive than ever before because of expanded military activity. The school system, mirroring the changing society, undertakes to preserve the best features of both the Chamorro and American ways of life.

Schools were reestablished in October 1944, less than three months after the landing of United States forces. Currently there are 21 schools, 173 teachers, and 7,600 students; all of the instructors are Guamanians. The system, directed by a Navy officer, is organized under a Guamanian Superintendent of Schools. Regulations require the teaching of English as the language of instruction, and the establishment of compulsory education as soon as practicable from the ages of seven to sixteen.

Under the auspices of the Education Office of the Military Government, a committee of the island's most experienced administrators, principals and teachers designed the course of study, which deals with the first six grades. It establishes specific objectives for each grade, the text books available, and provides typical lesson plans.

With a non-English speaking background, the pupils are not ready to start at first grade level without a preliminary experience with English. The pre-primer and primer grades are provided as a bridge to close the gap; each is of five months duration. In pre-primer the normal age would be seven. At present it is greater because of the three years delay cause by the Japanese occupation of the island. As an illustration of the method of the course of study, let us look at the pre-primer requirements.

Standard American text books are employed. In pre-primer they include in addition to the readers the usual classroom-size illustrated picture books and charts. The aim of pre-primer language training is to give the pupils a simple vocabulary so that they can express themselves to some extent in English. This is accomplished by, for example, teaching the children simple greetings: "Good morning, Miss Cruz." "Good morning, Jose." "How are you?", etc. By observation and repetition of the teacher's words the children learn the names of objects in the classroom, at home, of parts of the body, of names of family members, of common animals, etc. The children respond to simple commands: "Stand." "Run." "Jump." "Sing." They answer simple questions with complete statements. Particular emphasis is placed upon difficult word usages: is, are, has, have, he, she, I, you. Such songs as "Jack be Nimble," "Ring around a Rosie," "Pat-a-cake" are used as singing games, to suit action to words. Coordination of muscles and language is thus rhythmically taught.

It is of particular importance to note that the Chamorro language is not used in the school room. Instead, the children learn English directly, without blocking their minds with the extra process of translating from Chamorro to English.

Pre-primer arithmetic sets the following objectives: counting, reading, writing, and showing the value of numbers from one to ten; adding number combinations not in excess of ten, and, after the first few months, of reading, writing, and counting up to twenty.

Pre-primer writing is taught at first by coupling singing and motion. For example, the children make circular movements and balls as they sing "Ring around a Rosie," they make arches (m's and n's) forwards and backwards as Jack jumps over the candlestick. Letters are printed, beginning with the easiest to form.

In the primer grade, in language study, standard primers are used, together with work books. The pupils increase their vocabulary

*The opinions contained herein are the private opinions of the writer and are not to be construed as official or reflecting the views of the Navy Department or the naval service at large.

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by learning to use simple quantitative and qualitative adjectives, and by using prepositions. Formal grammatical rules are avoided. In arithmetic, the children learn to read, write, and count up to 100, and besides adding combinations up to ten, learn to subtract in the same range. In writing, script is introduced. Health training is begun in the primer grade.

The course of study follows a similar pattern in the first grade; as the knowledge of English increases, the grade content becomes more and more similar to that found in the United States, so that the fourth, fifth, and sixth grades follow closely the requirements met in standard American grade level textbooks.

At first it was thought that it would be difficult to adapt American textbooks to the tropical way of life; it was found, however, that as the island became, perforce, more and more Americanized through the myriad culture contacts, so the school materials brought from the United States fitted more directly into the society in which the young Guamanians were growing up.

The fusion of the two societies, in the school system, is represented by the use of local materials and ways as examples in the course of study, and of American texts as the basis of organization of the material. Thus the educational system tends to mould young lives so that they are adjusted to the best of Chamorro and American ways, leading to an end product of a modern, alert Guamanian.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

The Dull Must Not be Discarded

The school is for the child. The faculty is for the child—and so is the total educational set-up. All children cannot be pretty and neat and clean and bright and docile. Some, unfortunately, are overgrown, ugly, coarse, dirty, immoral and dull. But, keep in mind, the public schools are for them too.

Sometimes teachers become discouraged — sometimes they feel that it is a waste of time to spend so much effort with children who are on the lower levels—sometimes they feel that society would be better off if the schools could devote more energy to the cultured and fortunate children. But we never know. The bright and cultured are that way largely because of their background; they have picked up a great deal because of their environment and ability.

XUM

Under proper guidance they can continue this way until they enter the upper half of high school and the university. By this time the duller will have dropped out of school and the brighter will be eligible for more individual attention and more intensive instruction.

It is important to keep the dull and less fortunate in school as long as possible—they sorely need the benefits of unlimited training—training not only in the academic field, but also in health, courtesy, cleanliness, respect for authority, group thinking and cooperative endeavor.

Last year a boy seventeen years old failed all his 9B courses. Some of the teachers thought he should be excluded from school; others, that he be permitted to remain in school and of course repeat the work. The principal not only allowed the boy to remain but "placed" him in the next grade without credit. He reasoned that the student didn't know much and couldn't learn much academic material—but if he liked school he should be encouraged to attend.

Here is another example—a boy seventeen years old, in the seventh grade, and of low mental ability. In fact he never passed out of any of his grades—he was just "placed" from year to year. Last year the student council gave him a leading part in one of the plays they presented before the assembly. Whatever possessed them, no one knows—but the boy—well, he was the star of the afternoon. There is no question about it—this youth is better off for having remained in school an extra year—and so is society.

Keep the children liking school—keep them interested whether they can learn well or not—because while under our influence there is a chance at least for us to shape their personalities into noble characters and beautiful lives.

TEACHING CONSERVATION

CHARLES A. SNOW
Superintendent of Schools
Fryeburg, Maine

FOR MORE than twenty-two years, the schools of Brownfield, Denmark, Fryeburg and Stow, comprising Supervisory Union No. 19 in Maine, have carried on a program to impress upon the pupils the necessity of the conservation of out-of-door plant and animal life.

While the idea is coordinated with any and all branches of the school curriculum, both in elementary and secondary schools upon all proper occasions, the high tide of the work is reached each year in April, during American Forest Week, when in all our schools special efforts are made to emphasize the responsibilities placed upon good citizens with the advent of each new season of growth.

During American Forest Week various methods of teaching are employed, the object being to motivate, by means of actual responsibilities and personal interest, pupil action and response and in such a way that the pupil is convinced of the importance of his own procedure and behavior. It is pointed out that the boy or girl must know how to take care of himself or herself while out-of-doors; also that he or she must as well know how to take care of the out-of-doors itself.

Our schools are located in the dry pine lands of the upper part of the Saco River Valley. In this area, forest fires are easily started, especially in the spring and fall season. The townspeople both old and young, are at all times cognizant of the danger.

Forest fire prevention and suppression have, therefore, through the years become perhaps the leading subject in the activities concerning conservation. The welfare of the region depends in great measure on a supply of growing timber, and the children, as well as the adults, are aware of the fact.

Boys and girls who are old enough to take care of themselves are shown how to detect and how to fight a forest fire by actual participation in detection and suppression. It is indeed the custom now to call out high school and upper elementary grade boys when any dangerous forest fire gets underway.

Pupils are taught how to build a safe camp or cooking fire; also the more important lesson of how to completely extinguish one after use. They are taught how to safeguard the water supply in the woods. Proper disposal of camp waste is demonstrated. Fishing, hunting, camping and walking in the woods are encouraged. Bird, animal, plant, tree and flower recognition becomes automatic after a few seasons of observation.

In the school room during American Forest Week many linking activities are carried on. The work begins in the Sub-Primary Grade and continues through all the grades to and including Grade Twelve. No child has yet been found too young and immature to learn at least a little. During the Week and at other times the subject is coordinated with any and

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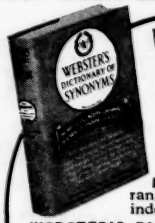

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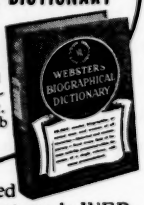

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all subjects, for the language of the out-of-doors is a universal language for those who are taught to read and understand it. Themes are written; posters are made; sand tables, seat work and crafts are all brought into use. Nature Study walks are taken during the Week, especially, and at other times during the school year, even in winter. We know of no school in our union where the pupils do not attend to the feeding of the winter birds.

It is felt that our efforts have been successful, for it is known that the training experienced by almost three grade generations of school pupils, sub-primary through high school, has carried over into adult life and adult occupations. For proof of this, we have the testimony of the officers of the nearby White Mountain National Forest. They state that some of our boys, now men, who have been employed on the Forest seem to bring with them much of the know-how and the trained caution that other new employees on the Forest have to acquire.

If our activities have been successful, that success is due in very large proportion to the cordial and ready assistance we have always received from the officers and forest guards. Each year, from the Ranger's office at Conway, New Hampshire, they have come to us. Each year, one or two days are set aside, months in advance, for the purpose of visiting our schools. Motion pictures and slides of the National Forests across the continent are shown, and many short talks are given by these expert foresters who know their subjects and who know how to present them even to young children. They have never failed us yet. In addition we receive from the office a quantity of folders, posters, maps and other printed material for instruction. Each school has a collection of this helpful and valuable printed information.

The interest of pupils and teachers in this long time effort has been remarkable. This applies to newly-entered children and to new teachers as well. Had not the interest been so keen and enduring, it is not probable that we could have successfully continued this original departure from ordinary school routine for so long a time. After twenty-two years we think there is even more interest and effort than in the beginning. This activity has never been deemed laborious or tedious by teachers or pupils and this is so, we think, because it touches daily the life of each. It is a characteristic of our daily environment.

The News Digest

OF EDUCATION IN ACTION

More "Common Learning" Urged for High Schools

ALBANY, N. Y.—A recommendation that more than half of the average high school course be devoted to the "common learnings" was made to George D. Stoddard, Commissioner of Education, in a report to him by a special committee on secondary education. It was made public in published form, titled "Basic Issues in Secondary Education."

The report urged that of seventeen units recommended for graduation there be included four units or their equivalent in English, three in social studies, one in science and one in health.

Religious Classes Upheld by Court

URBANA, ILL. — The holding of nonsectarian classes in religious education in the public school of Champaign was upheld by a three-judge Circuit Court here. The court held against the suit of Mrs. Vashti McCollum, wife of a college professor and mother of three young children, who objected to having the classes taught in school buildings maintained by tax funds.

A three-judge Circuit Court ruled "no constitutional or statutory rights" had been violated by the classes when Mrs. McCollum's eldest son, James Terry, 10, was—she said—"embarrassed" by being the only child in his room not taking the instruction.

National Scholarships Resumed at Harvard

CAMBRIDGE, MASS.—The National Scholarship program at Harvard Univerisity will be resumed on an expanded basis this year, Dean Paul H. Buck, University Provost, has announced.

Special provisions have been made to permit World War II veterans to apply for these scholarships at the end of their freshman year, without regard to the usual geographical restrictions.

Areas from which regular students entering the College are eligible have been extended from 18 to 30 states. The program, inaugurated in 1934 was suspended in 1942 due to wartime conditions. Additional gifts have been made to the fund by alumni and others interested in the program which is designed to encourage college educations for students, regardless of financial circumstances.

Predicts Junior Colleges Will Enroll Half Million

CHICAGO.—Between 300 and 500 new junior colleges are to be established in the United States within ten years, educators attending the annual conference of the American Association of Junior Colleges reported.

Facilities will be provided for an additional 500,000 students, most of them war veterans, thousands of whom are now attending the two-year institutions, with peak enrollment not yet reached. College presidents and deans representing 250 junior colleges at the conference, predicted that the real "jam" would come next September. They said that thus far not a single veteran had been turned away from the junior colleges.

In many instances this has meant that a college has had to double its enrollment and expand far beyond anything ever contemplated in normal years. Some of the junior colleges are running on a day-and-night basis to meet the demand.

In a sharp contrast to the last convention, held two years ago, the educators now are highly optimistic. The problem, as the executive secretary reported, has become one of meeting the influx of students rather than worry about survival. During the war 100 junior colleges closed and several hundred others were barely able to keep going. Now, many of the closed colleges have reopened, while others, both public and private, are planning to resume soon.

Within a decade, Dr. Lawrence L. Bethel, president of the association, predicted the 600 existing junior colleges will grow to 1,000. At present the two-year colleges have an enrollment of 275,000. Expansion programs under way will increase these facilities to 500,000, while the new colleges will be able to admit 300,000 students, he said.

Chinese History In Drama Form

NEW YORK. — "The Flame of China," a pageant for junior and senior high school students, has just been published by United China Relief, Inc. It represents an authentic historical narrative of China during the past four thousand years, with references to comparative history of the Eastern and Western Worlds. Copies may be secured at cost from United China Relief, 1790 Broadway, New York, 19.

"Displaced" Children Now Have Schooling

FRANKFORT, GERMANY—More than 200,000 children in Displaced Persons Assembly Centers in Germany are attending school in a full-scale educational program under the supervision of Walter C. Bergman, UNRRA Director of Displaced Persons Education in the United States zone of Germany. The program is one of the major features in UNRRA's rapidly expanding services for the displaced and non-repatriable persons who will remain in Germany throughout the winter. The instructors are former teachers and educated volunteers recruited by UNRRA among the displaced persons, who are enthusiastically cooperating in the program. The schools

History Teaching in Japan Suspended by Allied Edict

TOKYO.—The suspension of teaching of Japanese history, geography and morals by Japanese schools has been ordered by Allied Headquarters. Textbooks and teachers' manuals, the Education Ministry was told, must be collected and destroyed and the pulp used to make new books from which militaristic ideas are eliminated.

Current events programs tied to radio news periods will substitute for three subjects with which Japan's military clique indoctrinated school children. The open discussion method is planned whenever possible, students debating what is happening to Japan and to the rest of the world.

The Japanese Education Ministry is preparing to have textbooks on the three subjects rewritten, and temporary substitutes, probably in pamphlet form, are planned for next spring.

The order covered fifty textbooks and teacher's manuals from which, Allied Headquarters discovered, excisions would be impracticable. It also rescinds all regulations telling teachers how to present the three subjects.

Brig. Gen. Ken R. Dyke, chief of the Civilian Information and Education Section, revealed the plans for rewriting history textbooks, giving the greatest latitude possible to free speech. "I see no reason why the Japanese should not have pro-Japanese histories," he said. "All nations relate history from their own viewpoints. As long as Japanese scholars put the early history where it belongs, under the category of folklore, and as long as they do not indulge in misstatements of fact, they will be allowed to write 'Japanese' history"

range from kindergarten through the secondary school level.

Northeastern Places Many Vet Technologists

EVANSTON, ILL.—Veterans with college degrees in engineering, chemistry or related fields are having no difficulty in finding jobs, according to Dr. Frank Endicott, placement director at Northwestern University. Of more than 600 jobs offered to veterans by sixty business and industrial firms through the university placement bureau, two-thirds are in scientific and technical fields.

In these fields, 45 per cent of the jobs are for engineers, mostly electrical and mechanical, and 25 per cent for chemists. In lesser numbers jobs are offered in drafting, physics, metallurgy, bacteriology, and geology. In the non-scientific fields, nearly half the jobs are for salesmen. Second to these are positions in accounting and business administration.

Dr. Grayson Kefauver

WASHINGTON, D. C.—The Honorable William Benton, Assistant Secretary of State, announces with deep regret the sudden death on Friday, January 4, 1946, at Los Angeles, of Dr. Grayson N. Kefauver, United States Representative on the Preparatory Commission for the United Nations Educational, Scientific and Cultural Organization.

Dr. Kefauver's appointment as United States Representative on the Preparatory Commission, with the rank of Minister, was recently announced. Prior to that he had served as Advisor to the United States Delegation to the Conference held in London in November 1945, which drafted the Constitution for the United Nations Educational, Scientific and Cultural Organization.

Dr. Kefauver was formerly Dean of the School of Education at Stanford University, and was the founder and first chairman of the Liaison Committee for International Education.

Ben Franklin's $5000 Educates 50,000

BOSTON—Some 500 returned servicemen and one former WAC are now attending Franklin Technical Institute founded through the thrift and vision of Benjamin Franklin, born here 240 years ago.

The scientist-philosopher-patriot, born Jan. 17, 1706, bequeathed his native city the modest sum of one thousand pounds—about $5,000—nearly a century and a half ago. But the will was drawn so shrewdly and thoughtfully that by 1991 the commonwealth and its capital will probably share more than $4,000,000.

Originally designed to help young married "artificers" get a start in business, the $5,000 helped establish the 40-year-old Franklin Technical Institute, which has graduated more than 50,000 students.

Grolier Society Sponsors Five Cornell Scholarships

ITHACA, N. Y.—Five $1,000 scholarships in the School of Business and Public Administration at Cornell University have been established by The Grolier Society, educational publishers, and by its president, F. P. Murphy, and its vice-president Claude C. Harding, both Cornell alumni.

Each scholarship will be paid to students on the basis of $500 each year during the two years' courses in the School. The amount is sufficient to cover tuition, fees, and books.

The scholarships will be awarded on the basis of financial need and academic promise. Applications will be received by the Dean of the School of Business Administration, Cornell University, until June 1 of each year.

Sees Latin America Wanting U. S. Films

CHICAGO, ILL.—The growing acceptance of classroom films in Latin America is one of the best means of establishing a basis of mutual understanding between the United States and its southern neighbors, according to Robert H. Kulka, representative of Encyclopaedia Britannica Films. Kulka based his findings on a ten-month tour of virtually every South American country, during which he consulted with Latin American educators and governments on the use of classroom teaching films.

He lectured at leading Latin American schools and universities, outlining methods necessary to establish visual education in schools and governmental departments. In order to awaken educators to the possibilities of the medium, Kulka set up agencies to continue his educational program and to distribute materials.

"Latin America will take hold of visual education more rapidly than the United States because of a serious lack of trained teachers," Kulka predicted.

Teacher Groups Meeting at Radcliffe

BOSTON, MASS.—The annual spring meeting of the New England Association of Teachers of English in union

with the Harvard Teachers' Association will be held on March 29-30. On Friday afternoon, March 29, in Longfellow Hall, Radcliffe College, the general theme of the conference will be "Practical Problems in Written Composition," to be discussed with concrete illustrations by experienced teachers in secondary schools and colleges. At the dinner on Friday evening at Agassiz House, Radcliffe College, Elizabeth Yates, author of *Wind of Spring*, will be a speaker. It is expected that Robert Frost will also be present. Following a brief business meeting on Saturday morning at Longfellow Hall, *Art and the Teaching of Literature* will be the theme of the program. Reverend Terence L. Connolly, S.J., librarian of Boston College, recently returned from England, and W.E. Playfair, of the Boston *Herald*, will be among the speakers. Further details of the program may be obtained from Mr. Arthur Newcomb, Head of the English Department, Attleboro High School, Attleboro, Mass.

Wooster College Joins "Revolt"

WOOSTER, OHIO.—Joining the revolt against the virtually free elective system in American higher education, the College of Wooster announces that with the opening of the 1946 fall term it will begin a program that seeks a balance between laissez-faire and regimentation.

A preview of the new study plan shows that its two outstanding purposes were to give students "the fundamental knowledge which must form the basis of a liberal education and to give them a constructive method of gaining and using that knowledge" in college and in the years afterward.

Columbia to Raise Tuition Fees in Fall

NEW YORK.—An increase in tuition fees effective next September was announced by Columbia University.

Tuition will increase from $12.50 to $15 a point in most departments of the university. The cost of a full program in Columbia College to the student will rise from $190 to $225 a semester.

Fees in medicine and dentistry for a full course course will increase from $250 to $300 a session. For the three year program in nursing leading to a B. S. degree, the fee has been raised from $300 to $400 for the complete course.

Colby College Site To Honor Abolitionist

WATERVILLE, MAINE.—A memorial committee of editors and publishers has announced the selection of Colby College as the site of a $300,000 memorial to Elijah Parish Lovejoy, anti-slavery editor who was killed defending his press at Alton, Ill., in 1837.

After his newspaper plant had been wrecked three times previously, Lovejoy, a Colby graduate in 1826 and a Maine native, was killed trying to protect his press against ruffians hired by

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STORRS

slave racketeers seeking to silence his editorial crusade against them.

A Lovejoy memorial hall has been proposed by the committee as part of Colby's new Mayflower Hill campus, and a Lovejoy chair of journalism is also contemplated.

Defense Structures Become Boarding Schools

BRISBANE, AUSTRALIA.—A scheme to make permanent use of four big air force stations in Queensland (Australia) is being discussed in the capital city of Brisbane. It is planned to use the stations as boarding schools under direction of the State Education Department as a means of decentralizing higher education and reducing the drift to the cities. Advocates of the scheme say that many country residents cannot afford to send their children to boarding schools in cities and larger towns with the result that hundreds are denied higher education.

New President Plans School Expansion

HARTFORD, CONN.—The Rev. Dr. Russell Henry Stafford, inducted as President of the Hartford Seminary Foundation, said in his inaugural address that he hoped it would be possible to undertake an expansion program at the institution possibly calling for an expenditure of $2,000,000.

The tentative program he outlined called for new buildings, more endowed chairs, and, especially, the establishment of a School of Social Work.

Charles W. Cole New Amherst Head

AMHERST, MASS.—Dr. Charles W. Cole, professor of history in the graduate faculty of Columbia University and former George Daniel Olds professor of Economics at Amherst College, will be Amherst's twelfth president, it was announced recently by Alfred E. Stearns, chairman of the board of trustees. Dr. Cole will succeed Dr. Stanley King, whose retirement on July 1, after fourteen years in office, will follow the celebration in June of the 125th anniversary of the college.

Survey Shows More Public Relations Courses

NEW YORK.—Twenty-one leading colleges and universities now list courses in public relations, and forty-two offer such closely allied courses as publicity, propaganda analysis and public opinion, according to a survey by the Committee on Education and Promotion of the National Association of Public Relations Counsel.

The survey was conducted under the direction of Dr. Alfred McClung Lee of Wayne University, Detroit, who is co-chairman of the committee with Allan P. Ames of Ames and Norr.

Hub Schools Credited With Most War Bonds

BOSTON—School children of Boston have bought more War Bonds and War Stamps than those of any other city, according to statistics just compiled by the War Finance Committee.

Assistant Superintendent Dennis Haley, in charge of the various drives, complimented the children on their sale of more than $7,500,000 in securities since Pearl Harbor.

Education Fellowship To Meet in Boston

NEW YORK.—The 1946 New England Regional Conference of the American Educational Fellowship will be held May 3-4 at the Hotel Bradford, Boston, Massachusetts.

Grins Between Grinds

PUNCTUATION EXERCISE?

A teacher once put this sentence on the blackboard without punctuation: Miss Jones the beautiful young lady walked down the street.

Asked how he would punctuate the sentence, the over-bright freshman blurted, "I'd make a dash after Miss Jones."

DOUBTLESS A PEDESTRIAN

Driving Examiner:—"What would you do if the car brakes suddenly failed to work?"

Pupil:—"Hit something cheap."

GOOD RESTING PLACE

"Darling, have you got that letter I left on the table for you to mail?" asked the wife.

"*Requiescat in* pocket," replied the husband.

ROAD TO DISCOVERY

Asked to write an essay on the life of Franklin, a little girl wrote: "He was born in Boston, went to Philadelphia, met a lady on the street. She laughed at him and he married her and discovered electricity."

ALL FIGURED OUT

The farm lad was carrying a large pail on his back, holding a chicken in one hand, a cane in the other, and leading a goat. They came to a dark lane.

Said the girl: "I'm afraid to walk here with you. You might try to kiss me."

Said the farm lad: "How could I with all these things I'm carrying?"

"Well, you might stick the cane in the ground, tie the goat to it, and put the chicken under the pail."

THE CO-ED GOAL

Every year college deans pop the routine question to their undergraduates: "Why did you come to college?" Traditionally the answers match the question in triteness. But last year one University of Arizona co-ed unexpectedly confided:

"I came to be went with—but I ain't yet!"

QUICK WORK

An English soldier in a French village, seeing a wedding in process at a church, asked a Frenchman whose wedding it was.

"Je ne sais pas, M'sieu," answered the Frenchman.

A few hours later the same soldier saw a coffin going into the same church, and, curiosity getting the better of him, he again asked the identity of the individual.

"Je ne sais pas," was the response.

"Blimey!" ejaculated the Tommy. "He didn't last long!"

CONTRACT RENEWED

The seven-year-old son of the radio comedian came home with his report card at the end of the term.

"Well, son," asked the radio star, "were you promoted?"

"Better than that, pop," chirped the kid happily. "I was held over for another 26 weeks!"

MORNING RITUAL

Said Mrs Glibly, "I haven't needed an alarm clock since that young couple moved next door. I am wakened every morning by the bride scraping toast on the back porch."

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